

Texas Education Agency Standard Application System (SAS)

2018-2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Zephyr ISD	025-906		
Vendor ID #	ESC Region #		
75-1612998	15		
Mailing address	City	State	ZIP Code
11625 CR 281	Zephyr	TX	76890

Primary Contact

First name	M.I.	Last name	Title
Stanton		Marwitz	Superintendent
Telephone #	Email address		FAX #
325-739-5331	stanton.marwitz@zephyriscd.net		325-739-5906

Secondary Contact

First name	M.I.	Last name	Title
Wade		Lowrey	Technology Director
Telephone #	Email address		FAX #
325-739-5331	wade.lowrey@zephyriscd.net		325-739-5906

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Stanton		Marwitz	Superintendent
Telephone #	Email address		FAX #
325-739-5331	stanton.marwitz@zephyriscd.net		325-739-5906

Signature (blue ink preferred)

Date signed

Stanton Marwitz 2/2/18

Only the legally responsible party may sign this application.

701-18-103-144

RFA #701-18-103; SAS #274-18
2018-2019 Technology Lending

Page 1 of 1

Schedule #1—General Information

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Zephyr School will be served by these funds.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Overview of the Zephyr School Lending Program Zephyr ISD is proposing to implement the first-ever technology lending program within Zephyr ISD. This project will directly benefit students in grades K-5 and 10-12. This project is designed to promote student-centered learning in a digitally rich environment and emphasize the use of "technology-tools" such as ipads and laptops in the classroom. Most importantly, this project will provide Zephyr School students, including economically disadvantaged and at-risk students with a variety of technology tools to engage in meaningful learning, 24 hours a day, 7 days a week.

Zephyr School Lending Program Budget The Zephyr ISD Technology Leadership Team (TLT) developed a comprehensive budget in the amount of \$49,270. Ipads for grades K-5 and laptops for grades 10-12. The students will access recently adopted digital online instructional materials that are aligned with TEKS, STAAR and College-Readiness on a daily basis for: 1) differentiated instruction for diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) engaging in project-based learning; 3) building technology literacy and 4) reaching challenging academic standards in the core curriculum areas of reading, math, science, and ELA. In addition to purchasing ipads and laptops, Zephyr will purchase carrying cases, a warranty and home Internet access for those students who do not have Internet at home.

Zephyr ISD Demographics Zephyr ISD is located the small Central Texas community of Zephyr. Zephyr ISD consists of one Title 1 campus, Zephyr School. Zephyr ISD serves approximately 219 students in grades K-12. Ethnically, 83% of the students enrolled are White and 12% are Hispanic. Academically, the students have many challenges to overcome as 65% are economically disadvantaged and an overwhelming 34.7% are identified as at-risk. These economically disadvantaged and at-risk students are also low performers on state assessment tests when you compare their scores to the general population.

Needs Assessment Process Developing the Zephyr Lending Program involved a comprehensive needs assessment process led by the Technology Leadership Team (TLT). They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels AND develop the project goals, activities and budget.

Management Plan The Superintendent will have final oversight and decision-making over the Zephyr Lending Program. He will meet with the principal, technology director, and business manager on a regular basis to ensure the project is being implemented on-time, within budget and according to fidelity. The Principal will conduct classroom observations and review lesson plans to ensure teachers are integrating the ipads and laptops (devices), online curriculum and resources, and the Internet into the instructional process. The Technology Director will serve as the Project Director and will purchase the items listed in the project budget. He will ensure all digital instructional materials are accessible at school and through the loaned devices. He will ensure the devices are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business Manager will be responsible for the financial management of the grant. He will maintain all financials according to local and TEA guidelines. The Technology Leadership Team (district and campus administrators, teachers parents, community members) will conduct the project evaluation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Evaluation The Technology Leadership Team will collect a variety of qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data, they will make recommendations to improve and refine the first-ever Zephyr School Lending Program.

Statutory Requirements This grant application addresses the 1 statutory requirement of how Zephyr will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, Zephyr ISD will use grant funds to purchase ipads and laptops to offer the first-ever technology lending program at the school. These devices will be available during the school day and for check-out for home use to access the Internet and electronic instructional materials so K-5 and 10th-12th grade students can have a digital rich online learning format to engage in project-based and enrichment learning.

TEA Requirements The Zephyr School Lending Program also adheres to the 7 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is to advance student-centered learning in a digitally rich environment with **priority** focused on K-5 and 10-12th grade. The use of ipads and laptops and a take home lending program will **align** with the online curriculum, the technology-driven instruction, and a 21st century classroom management. The students will use the devices to access core and supplemental curriculum **electronic instructional materials**. The campus has a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The devices will come equipped with WiFi and **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. He will teach them how to use the devices, will troubleshoot, and keep the devices in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The librarian will be responsible for **checking-out and checking-in the** devices. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that Zephyr is **committed** to a technology lending program now and in the future. Through federal, state and local funding, Zephyr ISD will continue to expand the technology lending program into other grades.

Priorities for Funding This project meets the following priorities for funding: Zephyr School has not previously received funding from either of the prior Technology Lending Program grants and is therefore eligible to receive 10 priority points.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 025-906			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$16,200	\$0	\$16,200
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$33,070	\$0	\$33,070
Total direct costs:			\$49,270	\$0	\$49,270
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$49,270	\$0	\$49,270
Administrative Cost Calculation					
Enter the total grant amount requested:					\$49,270
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,390
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Internet -- Hot-Spots, Data Plan and/or Home Internet	\$16,200
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$16,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 025-906		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 025-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 025-906

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Ipads for grades K-5 to use at school and checkout for home use	80	\$335.87	\$26,870
2	Laptops for grades 10-12 to use at school and checkout for home use	10	\$620	\$6,200
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$33,070

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 025-906										Amendment # (for amendments only):					
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	92	65.3%	65.3% economically disadvantaged well-exceeds the State percentage of 59% economically disadvantaged.												
Limited English proficient (LEP)	0	0%	34.7% of the students are identified as at-risk.												
Disciplinary placements	0	0%													
Attendance rate	NA	96.2%													
Annual dropout rate (Gr 9-12)	NA	0%													
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
	13	14	11	15	12	15					23	19	18	140	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team (TLT) conducted a thorough needs assessment. They reviewed K-12 student data, the technology plan on file with TEA, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels. The needs assessment process was also used to develop the project goals, activities and budget.

In evaluating K-12 student demographics and student academic performance using the 2016-17 Texas Academic Performance Report from the TEA website, along with Technology Skills data and home Internet Access data, the Team identified glaring discrepancies that exist, such as:

- There are no devices available to checkout at the campus
- Zephyr ISD serves a large percentage of economically disadvantaged and at-risk students
- Academically, the students in subgroups (economically disadvantaged, at-risk, etc..) are low-performers on state assessments when you compare their passing rates to their counterparts who are not in subgroups
- Not all of students are proficient in the Technology Applications TEKS
- Not all students have home Internet
- 10th-12th grade students are not meeting college-readiness indicators

In evaluating the professional development, the Team noted that all K-12 teachers have participated in professional development activities through Region 15 ESC in San Angelo, Texas that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

Even though no checkout devices are available for Zephyr students, the TLT determined that technology infrastructure is in place within the campus. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted by Zephyr ISD Board of Trustees for all of the core courses. Because no portable devices are available, there is a need to purchase portable devices so students can check them out for home use.

Campus to be Served This grant will serve the one and only school, Zephyr School, within Zephyr ISD. Zephyr will target grades K-5 and 10-12. These grades were chosen because of the large percentage of students who are economically disadvantaged and at-risk. These same students are also low-performers on state assessments and are not meeting college-readiness indicators.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need access to handheld technology devices as a teaching and learning tools to address large percentages of students who are economically disadvantaged, at-risk, and low performers on assessments	Technology Lending Program (TLP) grant will address the need for Zephyr to purchase laptops and ipads for classroom use and as part of a take home-lending program for students to improve students' academic achievement and technology literacy as measured by assessments
2.	Need for students to have the opportunity to checkout handheld technology devices for on-demand access to digital electronic materials as part of new and extended 24/7 learning opportunities	This grant will address the need to provide students with extended learning into the home so students can access the same digital instructional materials used at school to practice the skills taught during the school day and participate in project-based and enrichment learning activities.
3.	Need for handheld devices to access the Internet while at home	The ipads and laptops with Internet Access will address the need to provide Internet in the home of students who currently don't have home Internet.
4.	Need to build a strong background knowledge in the core curriculum areas so ALL targeted students, regardless of their socio-economic or learning disabilities, can possess the knowledge and skills necessary to excel in the rigorous core courses and assessments as they progress from grade to grade and prepare for college or the workforce	Laptops and ipads will access TEKS aligned technology-based core curriculum and supplemental curriculum to improve student achievement among all students including those in subgroups (economically disadvantaged and at-risk) in the core content areas as measured by benchmark and state assessments.
5.	Need to increase the number of students who demonstrate proficiency on the Technology Applications TEKS for their grade level	Laptops and ipads will address the need for TEKS aligned technology-based curriculum will allow for: <ul style="list-style-type: none"> • greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; and • students demonstrating proficiency on the Technology Applications TEKS

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Schedule #14—Management Plan

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Stanton Marwitz, a highly-educated and well-qualified leader brings years of educational experience to the project. He was a classroom teacher and principal prior to being a Superintendent. Mr. Marwitz's credentials include a Bachelor's Degree and Masters of Education. He possesses a Mid-Management and Superintendent Certificate.
3.	Project Director	Technology Director, Mr. Lowrey, has experience in successfully managing all aspects of school networks all while supporting teacher and student use of technology. His technical expertise and educational background will be beneficial to this project.
4.	Business Manager	The Business Manager has successfully managed numerous Federal and State grants on-time, within budget, and according to fidelity. His experience with grants will be an asset to the project.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Ensure all policies & procedures are in place	05/01/2018	05/30/2018
		2. Spend 100% of grant funds	05/01/2018	08/31/2019
		3. Provide ZISD School Board with grant related reports	05/01/2018	08/31/2019
		4. File budget amendments and reports with TEA	05/01/2018	08/31/2019
2.	Portable Device (laptops and ipads) Implementation	1. Order 90 student devices with WiFi capabilities, 3G/4G data plan and wireless routers	05/01/2018	08/31/2019
		2. Student use devices to access core and supplemental digital instructional materials and the Internet	06/01/2018	08/31/2019
3.	Extended Learning Opportunities	1. Students checkout devices for on-demand home use to access core and supplemental digital instructional materials and the Internet	06/01/2018	08/31/2019
		2. Number and % of students who checked out devices	06/01/2018	08/31/2019
		3. Number and % of economically disadvantaged and at-risk students participating in the lending program	06/01/2018	08/31/2019
		4. Number and % of economically disadvantaged students who had access to the Internet at home	06/01/2018	08/31/2019
		5. 1:1 ratio of devices to students	06/01/2018	08/31/2019
4.	Evaluation	1. Number and names of courses using digital content	06/01/2018	08/31/2019
		2. Titles of digital materials used within courses as part of the technology lending program.	06/01/2018	08/31/2019
		3. Number and % of teachers who leveraged electronic instructional materials	06/01/2018	08/31/2019
		4. Number and % of participating students who are proficient on the Technology Applications (TEKS)	06/01/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will meet monthly to determine the extent to which the lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

All Zephyr ISD policies and procedures will be reviewed to ensure successful implementation of the Zephyr School Lending Program. All policies and procedures can and will be changed based upon the findings of student data. The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the ZISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative is a success and can be replicated among other districts serving large percentages of economically disadvantaged and at-risk students in rural areas.*

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ZISD successfully coordinates local, state, and federal funds to establish a robust network infrastructure that continues to exist today. Using federal and local funds, a robust technology infrastructure was put in place. Now is the perfect time to implement the first-ever lending program.

ZISD has also successfully coordinated and maximized funds and this project will be no different. ZISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, applying for the 2018-19 Technology Lending Program funds will enable ZISD to implement the first-ever lending grant in a timely manner, and in a process that will be most beneficial to the students. Zephyr ISD has other resources such as technology, district website, computer labs, distance learning equipment and the campus meets all the accessibility requirements for children and families with special needs. The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	Laptops and ipads ordered and available for check-out
		2.	Home Internet access available on all laptops and ipads
		3.	Online digital core curriculum accessible through laptops and ipads
2.	Document budget expenditures -- Financial reports	1.	Spend 100% of grant funds by 08/31/2019
		2.	File timely financial reports with TEA
3.	Evaluate student academic data	1.	Improve performance on STAAR assessment for grades K-5, 10,11 by 10%
		2.	Improve performance on college readiness assessments by 10% among 10 th -12 th graders
		3.	Students in subgroups will improve their performance on STAAR by 10%
4.		4.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
5.	Evaluate student use of ipads and laptops -- Classroom observations; -- Checkout logs	1.	100% of ipads/laptops used daily at school by the K-5 & 10-12 th graders
		2.	100% K-5 & 10-12 th grade students checkout a device for home use
		3.	Implement the first-ever 1:1 student/mobile device in K-5 & move closer to a 1:1 initiative in 10 th -12 th grade

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the devices
- 2) Number and percent of economically disadvantaged and at-risk students participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level

Zephyr agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Zephyr will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means that from time-to-time, policy issues may arise that need to be addressed. Possible issues will include but will not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students with learning disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using Technology Lending Program (TLP) grant funds in the amount of \$49,270, Zephyr ISD will implement the first-ever lending program. TLP grant funds will purchase laptops, ipads, home Internet access, and warranty the devices. Specifically:

- \$33,070 -- 80 ipads for the K-5 1:1 initiative and 10 laptops to begin the 1:1 initiative in grades 10-12 will be purchased so students can use the devices at school and at home to learn in a digital rich online format. Devices also include cost of a warranty and case.
- \$16,200 will pay for monthly Internet access so the students can access the Internet while at home.

The district will self-insure the laptops and ipads using local funds and an existing insurance policy that is in place to replace the device in the event they damaged or stolen. The district will also install tracking apps on the devices to track the device's location if it is ever lost.

***All equipment purchased through the Technology Lending Program
grant funds will be the property of Zephyr ISD***

Zephyr ISD is not able to use funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for Zephyr to purchase enough lending technology for every student who needs dedicated access to a device. Instead Zephyr ISD is using the Technology Lending Program to purchase lending equipment.

Zephyr ISD's use of Technology Lending Program funds will be to supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. In addition, no state or local funds may will be decreased or diverted for other purposes merely because of the availability of the Technology Lending Program funds. ALL program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

Though Zephyr is only using Technology Lending Program funds to purchase the lending equipment, it is important to note that Zephyr has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, Zephyr can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure that this technology lending program is an integral part of each students' own journey to academic success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of the Zephyr Lending Program is to advance student-centered learning in a digitally rich environment through a 1:1 initiative. The program goal is aligned with the Zephyr ISD Goal of moving to a digital rich online learning format by providing as many students with access to a portable device.

The Zephyr School Lending Program was developed with the District Goal in mind. In order for all students to have access to a digital rich online learning format, a technology lending program needs to be implemented. And as our district is moving to a digital online learning format, we are now using online textbooks and emphasizing the use of "technology-tools" such as handheld devices and electronic white boards in the classroom. Our project goal and district goal align, as this project will provide students, including economically disadvantaged students and those with learning disabilities, with a variety of technology tools to engage in meaningful learning, 24 hours a day, 7 days a week.

This project will target also subgroups of students such as economically disadvantaged students and at-risk students. It is many of these students who do not have access to resources beyond the school day to engage in learning activities.

The Zephyr lending program is also aligned with the *Zephyr ISD Technology Plan on file with TEA* which emphasizes the use of modern digital tools and resources through robust connectivity.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team extensively investigated Internet access to students' homes by surveying parents and students as well as gather input from community and staff members. This initial assessment was conducted to determine how many students have Internet access at home. From the initial assessment the district determined that 30 students do not have Internet access including dial-up Internet access or DSL and no student rides a bus beyond 45 minutes. However, a more thorough assessment will be conducted after the grant award.

Zephyr will offer students a 3G/4G plan for those students who do not have Internet at home. If a student lives in a rural and remote area where 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all ipads and laptops purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school and either, a dial-up modem, DSL or 3G/4G service while at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Zephyr School Lending Program was developed to align ipads and laptops with the existing technology-based instruction and online reading, math, ELA and science digital curriculum that is in place. The Zephyr ISD Board of Trustees have adopted online digital curriculum as tools to help students improve academic performance in reading, math, science and ELA. Through the lending program, the school students will have access to this same curriculum that is used during the school day. Specifically, the lending program will allow students to take the digital rich school classrooms home to:

- Create a 21st century learning environment at home with ipads and laptops, access to the Internet and online digital instructional materials.
- Offering new and extended-learning opportunities 24 hours a day, 7 days a week.
- Can access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Have access to innovative teaching methods that will allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.
- Can use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of reading, math, ELA and science.
- Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis.
- Can access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

Having a lending programs means that the classroom management policies and procedures also extend to the home. Zephyr ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. If a student uses their device for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Zephyr uses online curriculum in the core curriculum. In addition to using online curriculum, the K-5 & 10-12 grade teachers and students will use these supplemental instructional materials in the foundation curriculum subject areas of reading, math, science, and ELA:

Istation, Study Island, Odysseyware, Career Cruising and Blackboard for the dual-credit students.

These online curriculums will be fully accessible in the classrooms, throughout the campus, and at home using the new ipads and laptops. The digital rich online curriculum will be integrated into the curricula and instruction by the teachers to address differentiated instruction needs for the diverse learners, some of who will need academic remediation, acceleration, extended learning and enrichment on a daily basis to build background knowledge in reading, math, science, and ELA to reach challenging academic standards. Other technology components such as whiteboards will also be integrated into the curricula and instruction for the teacher to use for individualized instruction.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Having a robust technology infrastructure for teacher and student-use is very important to Zephyr ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The Internet Service is delivered by the local Internet Provider, Region 15 ESC. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure will give the students the flexibility to use their devices anywhere on campus to access the Internet and a wide array of online information as well as the digital curriculum that has been adopted by Zephyr ISD.

The Technology Director will provide technical support as he will ensure all digital instructional materials are accessible at school and through the loaned device. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Technology director will provide teachers and students with ongoing technical support by maintaining the existing local/wide area networks and teachers will receive technical support on how to use their laptops and access online resources anytime, anywhere.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-906

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strong, supportive and sustained district and campus leadership is critical to implementing any project and this project will be no different. The administrators will implement the project with the shared vision, at the district and campus level, of crossing the digital divide and integrating technology resources into the classroom in order to effectively prepare students for success in the 21st Century.

The Superintendent will have final oversight and decision-making over the program and will meet with the principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time and on-budget. The campus principal will ensure the teachers have completed immersion training and readiness prior to deploying the ipads and laptops. The principal will conduct classroom observations and review lesson plans to ensure teachers are integrating the devices, online curriculum and resources, and the Internet into the daily curriculum and instruction. The Technology Director will work closely with the teachers to deploy the laptops and ipads in the classroom. They will ensure all policies and procedures including the Internet Policy, Acceptable Use Policy, and the Technology Lending Agreement are up-to-date and adhere to local, state and federal policies. They will verify all students and their parents have signed and returned all applicable forms and agreements. Teachers and students will be provided with ongoing technical support by maintaining the existing local/wide area networks and teachers will receive technical support on how to use their handhelds and access online resources anytime, anywhere. The financial management of the grant will be the responsibility of the Zephyr ISD Business Manager. She will maintain all financial according to local and TEA guidelines.

The Technology Department will have oversight of the check-out and check-in process. The librarian will have the form to document the students' name, the date of the check-out, the serial number of the handheld, and will have a place for the student to sign the form. The procedures for maintenance of the technology lending equipment are outlined in the ZISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of device. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your device; 2) Carrying devices; and 3) Screen Care for Your devices. Any devices that are broken or fail to work properly must be taken to the library. Loaners will be issued to students when they leave their device for repair. The Technology Department will collect student devices at the end of the year for maintenance, cleaning, and software installation.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Zephyr ISD Board of Trustees has adopted policies and procedures to inventory of each piece of technology equipment purchased. According to Zephyr Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. The accounting of the technology lending equipment will be entered into the district's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained.

Zephyr is fully aware that Technology Lending Program grant funds cannot be used to replace lost, stolen or damaged equipment. The district will add the ipads and laptops to the existing insurance policy.

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